Consideration of Others

Introduction & Initial Training

Briefing

AGENDA

- Introduction
- Review of Previous Guidance (message)
- Concept of HQDA Program
  - What it is
  - What it is not
  - Role(s) of EOAs
- Introduction to HQDA CO2 Handbook
- Small Group Dynamics/Observed Exercise

Previous Guidance

- Chief of Staff “Thoughts While Running”
- ALARACT Message
  - MDW Model
  - Squad/Platoon Level
  - EOAs will be trained
  - C2 in place by 3rd QTR FY98
- Message states that CO2 is a commanders’ program

CO2
What it is

- A command program
- EO personnel important, not solitary, players
- A tool for commanders to use to assess and improve the organizational climate of their units
- A resource

CO2
What it is

- **A Philosophy**
- **A Methodology**
- **A Capability**

CO2 Philosophy

"[CO2 is] those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them..."

-MG Foley

"...ultimately CO2 involves *the awareness, the actions, and the responsibility of the individual*

CO2 Methodology

- **Small Group Instruction**
- **Based on command analysis of unit needs**
- **Instruction with the “edge” of emphasizing the actions/responsibility of the individual soldier; methodology linked with philosophy**

CO2 Capability

HQDA CO2 is being designed, from the outset, to leverage existing information technology so that both already-existing and newly-created resources (lessons and programs) used by local commands will be made available Army wide.

HQDA CO2
What it is not

- **A set of mandatory lesson plans**
- **A mandatory replacement for existing command emphasis programs**
- **An EO, rather than command, program**
- **A vehicle for “sensing sessions”**
- **Also, HQDA is not mandating a specific training level or certification for CO2 instructors (subordinate commands may, ie MDW)**

CO2 Trainer Qualifications

"[Commanders] may or may not have the luxury of having trained or certified small-group facilitators available for your CO2 program....leaders must be the most capable personnel available, clearly able to handle themselves appropriately in a small group setting.

--HQDA CO2 Handbook, pp.3-4

Role(s) of EOAs

- **Primary players, by direction of CSA**
- **NOT sole instructor**
- **A resource, available to teach, coordinate, or both**
- **EO is only part of the CO2 picture**
- **Refer to *Handbook*, p.3, for further guidance**

The HQDA CO2 Handbook

- **In draft form, final version to go out winter 1998.**
- **Three sections**
  - **Introduction (concept of operation)**
  - **Focus areas (8)**
  - **Lesson Plans (17)**
- **Address for suggested changes**
- **Web site information**

CO2 Focus Areas

- **Ethical Development - Individual and Organizational**
- **American Military Heritage**
- **Quality Individual Leadership**
- **Team Building**
- **Equal Opportunity**
- **Gender Issues**
- **Family Concerns**
- **Health, Safety, and Drug & Alcohol Abuse**

CO2 Lesson Plans

- **17 lesson plans in draft version**
- **Number/scope subject to change in final version**
- **Lesson plans intentionally “cross” into several focus areas**
- **Goal of all lessons: to impart information in the context of the individual soldier as a responsible member of a military team**

Small Group Dynamics An Overview

- **Small groups can be:**
  - **free-flowing, enabling**
  - **restrictive, coercive**
  - **animated**
  - **silent**
  - **interesting, engaging**
  - **boring**
- **The facilitator plays a large part in determining which of these are true**

Good Facilitators: (1)

- **Encourage discussion**
  - **Are not “tied” to the script or lesson plan.**
  - **Use (are not “used by”) slides or visual aids**
  - **Are not afraid of strong opinions or emotions, (if kept in balance)**

Good Facilitators: (2)

- **Let Subject Matter Experts (SME) in the small group contribute to the maximum**
  - **Acknowledge military experiences**
  - **Note accomplishments in area**
  - **(But avoids letting SME dominate)**

Good Facilitators: (3)

- **Keep the pace going**
  - **Call on different group members**
  - **Know when "the horse is dead."**
- **Are conscious of time**
  - **Breaks**
  - **Ending**
  - **Not "stretching"-- ending when lesson is done**

Watch out for these six red flags:

- **The SME who wants to dominate**
- **The “old timer” who dominates**
- **Prejudice**
- **The “talker” who wants to dominate**
- **The “distracter” who puts out “good stuff” not related to the teaching goals**
- **Issues of rank, leadership position**

Subject Matter Expert

- **The SME who wants to dominate**
  - **SMEs are good, if kept in balance**
  - **Applying past experiences to present is good, but acknowledge differences as well**
  - **Problem of emotional baggage**
  - **Issue of “military one-ups-manship” (“I’ve been there and you haven’t.”)**

Old Timer

- **The "old timer" who dominate**
  - **"I've been in this unit a long time…"**
  - **"During my first tour with the 82nd…."**
  - **"When I came in the Army we…"**
  - **This can all be good stuff, if experience is being used to contribute to discussion, rather than to simply give weight to the "old timer's" personal opinion**
  - **Can often be diffused by humor**

Talker

- **The "talker" who wants to dominate**
  - **Two types of situations**
    - **Individual who needs last word (or all words)**
    - **Individual who cannot communicate with brevity**
  - **Usually best handled by direct interruption by facilitator (but with as much courtesy as possible)**

Distracter

- **The “distracter” who puts out “good stuff” not related to the teaching goals**
  - **No harm intended here, so don’t “slam dunk”**
  - **Use common sense in re-directing group towards goals**
  - **Be direct if needed, shut down distracting line of conversation until break/end of lesson**

Use of Rank and Duty Position:

- **Issues of rank, leadership position**
  - **Very difficult situation**
  - **Goal is to achieve lesson objectives without compromising leader's on-going military authority**
  - **Best handled in steps, starting with "gentle" diversion or interruption and ending with calling an unscheduled break and confronting leader off-line, one on one.**

Remember

- **All of these “red flags” are also part of normal small-group interaction. It is when they get out of balance that they interfere with the group’s ability to learn and process information.**

Conclusion

- **CO2 is a tool which commanders can use to systematically improve their organizational climate**
- **CO2 is an area which can be used to significantly increase the role and visibility in the unit of those involved in the process.**
- **Think out of the box!**